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ABSTRACT

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional material needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on effective classroom communication contains lesson plans, instructional materials, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of 3 hours of inservice training on the subject. The two lesson plans contained in the unit include student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application (drill, illustration, questions, participation in discussion, and so forth), evaluation, and summary. Directions for using this instructional inservice unit are included in the package. (KC)

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ED220643

EFFECTIVE CLASSROOM COMMUNICATION

DEVELOPED BY

JEFFREY R. VASEK

AUGUST 1980

Comprehensive Vocational Teacher Education Program
for the Mississippi ARC Region

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Inservice Instructional Unit VIIA

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FOREWORD

This unit of instruction is one of a series developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC Region to provide teacher educators, vocational directors, teachers and other appropriate individuals with some basic instructional material needed to guide and assist inservice vocational teachers in improving professional teaching competencies. The competencies addressed are those which have been identified and validated as being important to successful vocational teachers. Individual unit titles were selected on the basis of a comprehensive needs assessment inventory completed by over 200 in-service vocational teachers of the Mississippi ARC region.

Each unit contains the lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of three hours of inservice training on the subject. The material contained in each unit was thoroughly researched and field tested before inservice vocational teachers, teacher educators and vocational directors before being published and is considered appropriate for teachers in all occupational areas and at both the secondary and post-secondary levels of instruction.

Special recognition for major roles in the direction, development, coordination, and testing of these instructional units is extended to: Mr. Elwyn Wheat, Director of Vocational and Technical Education, Mississippi State Department of Education, who conceived the idea of the Comprehensive Vocational Teacher Education Program; the twelve member Program Steering Committee which so ably assisted in identifying inservice teacher needs and

priorities; the graduate interns and assistants of the Department of Industrial and Occupational Education, Mississippi State University who researched, developed and field tested the units; the vocational directors and teachers of the Mississippi ARC Region who participated in the field testing; and Gerald A. Richardson, the Associate Project Director, who coordinated and supervised the development of these instructional units. Sincere appreciation is also extended to the Appalachian Regional Commission for the funding and sponsorship of this project.

Harry D. Holloway
Project Director

HOW TO USE THIS INSTRUCTIONAL UNIT

1. This instructional unit is designed to provide sufficient material for a three hour inservice training session. The comprehensiveness of each lesson will depend upon the class time available and the total preparation of the teacher.
2. Teachers should carefully study each lesson plan, teaching aid, instructional sheet and transparency before attempting to use them. Since each lesson is planned around material found in the references, it is suggested that the references be studied if possible.
3. The lesson plans are intended as guides for assisting the teacher. However, they are flexible enough to allow the teachers to inject their own personality and techniques into the lesson.
4. It is suggested that the teacher follow five stages in teaching: preparation, presentation, application, verification, and summary. The presentation and application stages can often be combined and the summary may be used at any point in the lesson.
5. Coding of teaching aids, instructional sheets, transparencies and evaluation instruments:
   a. Units of instruction are designated by Roman numerals and capital letters (IA, IB, IIA, IIB, etc.)
   b. Lesson plans are designated by capital letters (A, B, C, etc.)
   c. Teaching aids are designated by (A) and an arabic numeral and coded to the lesson with which it will be used.

      Example: The first teaching aid for the second lesson in unit IIIA would be coded IIIA-B-(AI).

d. Instructional sheets are designated by (I) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The second instructional sheet for the first lesson in unit IIA would be IIA-A-(I2).

e. Transparencies are designated by (T) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The third transparency to the second lesson of unit IIIA would be coded IIIA-B-(T3).

f. Evaluation instruments are designated by an (E) and coded to the lesson with which it will be used.

   Example: An examination to be given in the third lesson of unit IA would be IA-C-(E).

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COMPREHENSIVE VOCATIONAL TEACHER EDUCATION PROGRAM
FOR
THE MISSISSIPPI ARC REGION

UNIT PLAN

UNIT TITLE: Effective Classroom Communication

PREPARED BY: Jeffrey R. Vasek DATE: August, 1980

I. INTRODUCTION:

The process of teaching involves imparting new knowledge to students. Often, this means overcoming misconceptions and changing attitudes. This process calls for communication, both written and oral, both verbal and non-verbal. The purpose of this unit is to improve the communication techniques of vocational educators, and to make them more aware of non-verbal clues being sent by students.

II. UNIT OUTLINE:

A. Communication Techniques

1. What is Communication?
2. Field of Reference
3. Communicating with Others
   a. One-Way
   b. Two-Way
4. Changing Attitudes
   a. Classifying Students
   b. Process of Change

B. Communication in the Classroom

1. Verbal Communication
   a. Passing Information
   b. Listening
   c. Communicating with Students
2. Non-verbal Communication
   a. Body Language, etc.
   b. Audio-Visuals

III. STUDENT PERFORMANCE OBJECTIVES:

The student will be able to:

A. Explain the difference between one-way and two-way communication and list advantages of each.

B. Define and identify the group leader in the classroom.

C. List and discuss the steps used in changing attitudes.

D. Discuss ways to improve listening and communication with students.

E. Discuss the necessity of monitoring non-verbal communication and of utilizing audio-visuals.

IV. STUDENT LEARNING ACTIVITIES	RESOURCES REQUIRED
Listen to teacher presentation Participate in class discussion, small group simulations, and role playing Examine handouts and other audio-visuals Teacher examination of students by oral and written questions	*Film: Listen, Please Film projector and screen Extension cord Overhead projector Chalkboard Pack of cigarettes and book of matches (optional) **Communimeter (or small box of Tinkertoys) Transparencies: Definition of Communication Diagram of Reference Frames Different Perceptions Word Identification One-Way/Two-Way Communication Model Following Directions (Star Drawing) How Communication Works Definition of Group Leader, Opinion Leader Stages of Change Down the Line Communication is the Foundation for Good Relations Mannerisms May Distract from Your Message How We Learn Instructional Sheets: Following Directions (Star Drawing) Communimeter Diagram Definition of Group Leader, Opinion Leader, and Process of Change Ten Commandments of Good Listening Guidelines for Communicating with Students Improving Non-verbal Communications

Teaching Aids:
- How to Conduct the Cigarette Demonstration
- Instructions for the Following Directions Demonstration (Star Drawing)
- Position I of the Communimeter
- Position II of the Communimeter
- How to Use the Communimeter
- What is Change?

Evaluation Instrument:
- Final Test

V. STUDENT EVALUATION:

A. Written post-test

B. Oral questions in class, evaluated by teacher

C. Teacher evaluation of class discussion

VI. RESOURCE MATERIALS:

Bass, M. Reed, 50 Hints for Teachers of Vocational Subjects. Chicago: American Technical Society, 1976.

Borden, George A. and John D. Stone, Human Communication: The Process of Relating. Menlo Park, California: Cummings Publishing Co., 1976.

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Knapp, Mark L., Nonverbal Communication in Human Interaction. New York: Holt, Rinehart, and Winston, Inc., 1972.

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Sifford, Darrell, "Communication is the Important Aspect," The Clarion Ledger - Jackson Daily News, Sunday, July 6, 1980, p. 5.

Smith, Arthur L., (ed.) Language, Communication, and Rhetoric in Black America. New York: Harper & Rowe, Publishers, 1972, pp. 3-27.

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INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit VIIA
Lesson A

UNIT TITLE: Effective Classroom Communication

LESSON SUBJECT: Communication Techniques

OBJECTIVES: Upon completion of this lesson the students will be able to:

A. Orally explain the difference between one-way and two-way communication

B. List the advantages of two-way versus one-way communication in teaching

C. Define group leader, opinion leader, and changing attitudes

D. Identify the group leader using simple techniques

E. Orally discuss the steps to be used in changing attitudes

TEACHING AIDS:

A. Transparencies:

VIIA-A-(T1)	Definition of Communication
VIIA-A-(T2)	Diagram of Reference Frames
VIIA-A-(T3)	Different Perceptions
VIIA-A-(T4)	Word Identification
VIIA-A-(T5)	One-Way/Two-Way Communication Model
VIIA-A-(T6)	Following Directions (Star Drawing)
VIIA-A-(T7)	How Communication Works
VIIA-A-(T8)	Definition of Group Leader, Opinion Leader
VIIA-A-(T9)	Stages of Change

B. Instructional Sheets:

VIIA-A-(I1)	Following Directions (Star Drawing)

VIIA-A-(I2) Communimeter Diagram

VIIA-A-(I3) Definition of Group Leader, Opinion Leader, and Process of Change

C. Teaching Aids:

VIIA-A-(A1) How to Conduct the Cigarette Demonstration

VIIA-A-(A2) Instructions for the Following Directions Demonstration (Star Drawing)

VIIA-A-(A3) Position I of the Communimeter

VIIA-A-(A4) Position II of the Communimeter

VIIA-A-(A5) Use of the Communimeter

VIIA-A-(A6) Change

MATERIALS/EQUIPMENT:

A. Extension cord

B. Overhead projector and screen

C. Grease pencil

D. Chalkboard and chalk

E. Communimeter (or Tinkertoys)

F. Cigarettes and matches

REFERENCES:

Bass, M. Reed, 50 Hints for Teachers of Vocational Subjects. Chicago: American Technical Society, 1976.

Borden, George A. and John D. Stone, Human Communication: The Process of Relating. Menlo Park, California: Cummings Publishing Co., 1976.

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Rogers, Everett M., and F. Floyd Shoemaker, Communication of Innovations. New York: The Free Press, 1971.

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I. INTRODUCTION (Preparation of the Learner)

Effective teaching depends upon effective communication. However, to understand how to use effective communication, we must first find out what communication is and how it works. In this unit, we will discuss a definition of communication, look at one-way and two-way communication, and determine the elements necessary to change students' attitudes and behavior.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
A. Definition of Communication Ask for definitions of communication from class, list them on blackboard, then show: Transparency VIIA-A-(T1)	1. Communication is the mutual exchange of information and ideas. 2. Can be oral or written 3. Must practice and improve to be effective 4. Communication in teaching includes: lecturing, demonstrating, listening, audiovisuals, and nonverbal messages.
B. Field of Reference Transparency VIIA-A-(T2) Transparency VIIA-A-(T3) Transparency VIIA-A-(T4) Demonstration - "How to Light a Cigarette" Use Teaching Aid VIIA-A-(A1)	1. Students must understand the words you use. 2. If you and student have no common references, communication will not take place. 3. Must teach students technical terms, etc., since words have so many meanings.

C. One-Way Communication		1. Information flows in only one direction
Show Overlay 1 of Transparency VIIA-A-(T5)		2. No feedback to determine if message is understood
Instructional Sheet VIIA-A-(I1)		3. Type of communication used in "lecture method" of teaching
Teaching Aid VIIA-A-(A2)		4. Very poor technique
Transparency VIIA-A-(T6)		5. Conduct Star Drawing Demonstration
D. Two-Way Communication		1. Information flows in both directions
Show Overlay 2 of Transparency VIIA-A-(T5)		2. Receive feedback to determine if message is understood
Transparency VIIA-A-(T7)		3. Gives student a chance to participate, more of a discussion
Instructional Sheet VIIA-A-(I2)		4. Best way to get things done
Teaching Aids VIIA-A-(A3, A4, A5)		5. Ask for six volunteers
		6. Conduct Communimeter Demonstration
E. Classifying Students		1. Definition of Group Leader
		2. How to identify the Group Leader
Transparency VIIA-A-(T8)		3. Definition of Opinion Leader
Instructional Sheet VIIA-A-(I3)		4. Why identify the Opinion Leader
Teaching Aid VIIA-A-(A6)		
F. Process of Change		1. What is change?
		2. Six stages of change
Transparency VIIA-A-(T9)		3. How change relates to the classroom
Instructional Sheet VIIA-A-(I3)		
Teaching Aid VIIA-A-(A6)		

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

A. Question (at the end of Section B - Field of Reference)

1. What happens if your students do not understand the words you use?

B. Star Drawing Exercise

1. Hand out Instructional Sheet VIIA-A-(I1).
(Do not tell students what they will be drawing.)

2. Read directions from Teaching Aid VIIA-A-(A2).

a. Read each direction only once.

b. No questions from students.

3. When everyone has finished, draw star on Transparency VIIA-A-(T5) using directions.

C. Question (After Star Drawing Exercise)

1. How did the students feel while receiving the instructions?

D. Communimeter Demonstration

1. Obtain six volunteers, have them leave the room.
2. Set up Communimeter according to Teaching Aids VIIA-A-(A3) and VIIA-A-(A5).
3. Hand out Instructional Sheet VIIA-A-(I2).
4. Explain that this will be a demonstration of one-way communication.
5. Ask two of the volunteers back in, one at the Communimeter (with board positioned so class can see it), other with his back to class, unable to see board.
6. Read directions from Teaching Aid VIIA-A-(A5).
7. Check positions by Teaching Aid VIIA-A-(A4). Discuss.
8. Reposition dials
9. Ask in two more volunteers, with same seating arrangement.
10. Read directions from Teaching Aid VIIA-A-(A5), "Limited Two-Way Communication."
11. Check positions by Teaching Aid VIIA-A-(A4). Discuss.
12. Reposition dials
13. Ask in last two volunteers. Let the "direction giver" sit such that he can see the dials.
14. Read directions from Teaching Aid VIIA-A-(A5), "Two-Way Communication."
15. Check positions by Teaching Aid VIIA-A-(A4). Discuss.
16. (Option) If you do not wish to obtain the Communimeter, you may buy a small set of Tinkertoys, pick out one of the projects (the harder, the better) and use the same set-up, having the project described instead of dial positions.

IV. EVALUATION (Verification of students' comprehension of material presented)

A. Questions asked orally in class with students' answers being evaluated by the instructor.

B. The students' participation in class activities and class discussion will be evaluated by the instructor.

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - What is communication and how is it dependent on frames of reference?

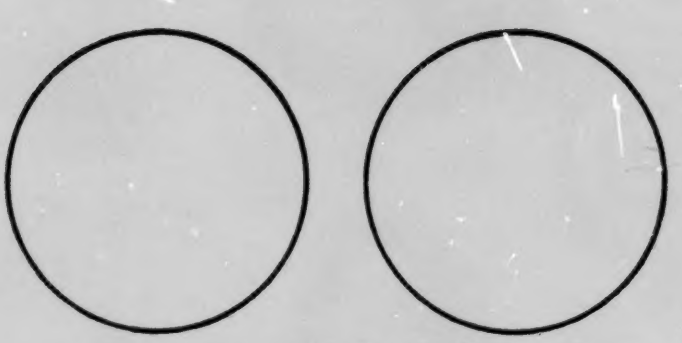
Point 2 - What are one-way and two-way communication?

Point 3 - What are the advantages of two-way communication?

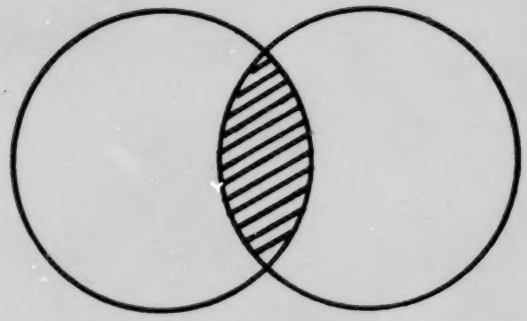
Point 4 - What is a "group leader," and is he/she related to the "opinion leader"?

Point 5 - What are the six stages of change?

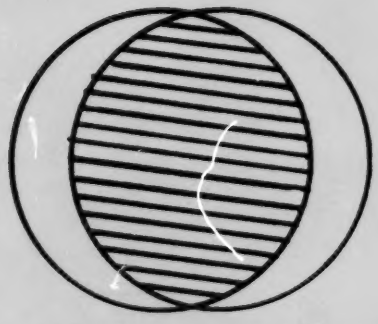
COMMUNICATION: THE MUTUAL EXCHANGE OF INFORMATION AND IDEAS



NO COMMON REFERENCE



LOW COMMON REFERENCE



HIGH COMMON REFERENCE

"This is nothing, Son. When I was your age the snow was so deep it came up to my chin!"

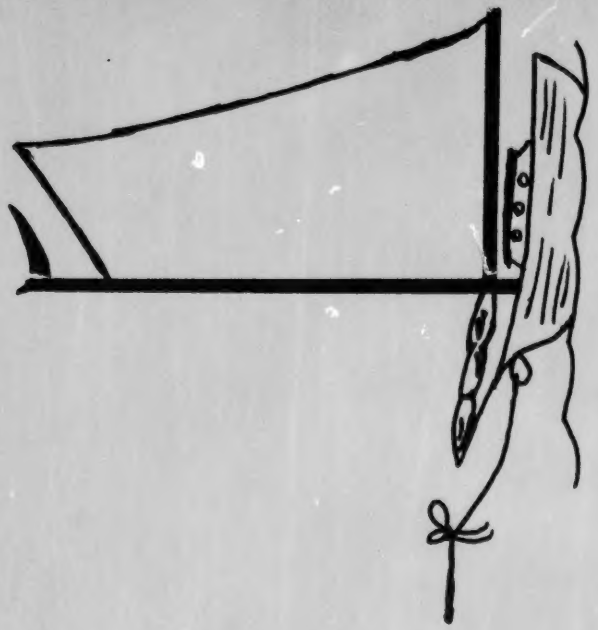
FAST

VIIA-A-(T4)
(OVERLAY 3)

28

27

VIIA-A-(T4)
(OVERLAY 4)



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VIIA-A-(T4)
(OVERLAY 5)

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VIIA-A-(T4)
(OVERLAY 6)

Teaching Aid 1

CONDUCTING THE CIGARETTE DEMONSTRATION

This demonstration is very useful in helping students understand the problems encountered when the teacher and student do not have a common reference frame. Although it could be omitted, it seems to be enjoyed by students of all ages, and helps relax the class.

Materials needed include a pack of cigarettes and a box (or book) of matches.

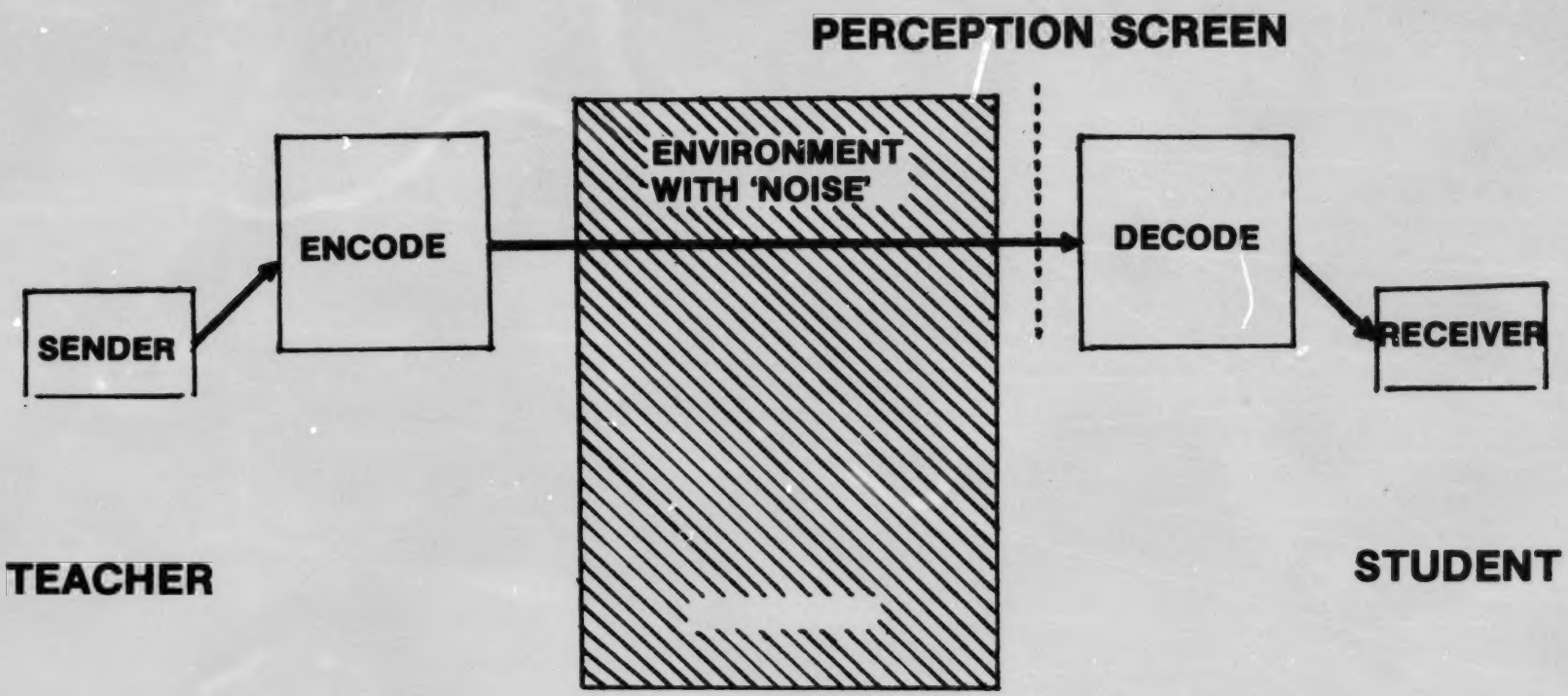
Procedure

1. Choose a volunteer from the class (preferably a smoker).
2. Explain to the class that you have never smoked a cigarette, nor have you ever seen one smoked, but that you wish to start and you want the volunteer explain to you how to smoke.
3. This should be one-way communication, you cannot ask questions, only follow directions.
4. As you are given directions, you should exaggerate them, even to the point of spilling the cigarettes when told to turn the pack over, or putting the cigarette behind your ear when told to put it in your mouth.

   (Example: Student: "Put the cigarette in your mouth.

   Instructor: Place the entire cigarette in your mouth.)
5. Remember, the funnier your actions, the better your point will be understood.
6. After the demonstration, ask what the problem was and how it could have been overcome.

A TWO-WAY COMMUNICATION MODEL



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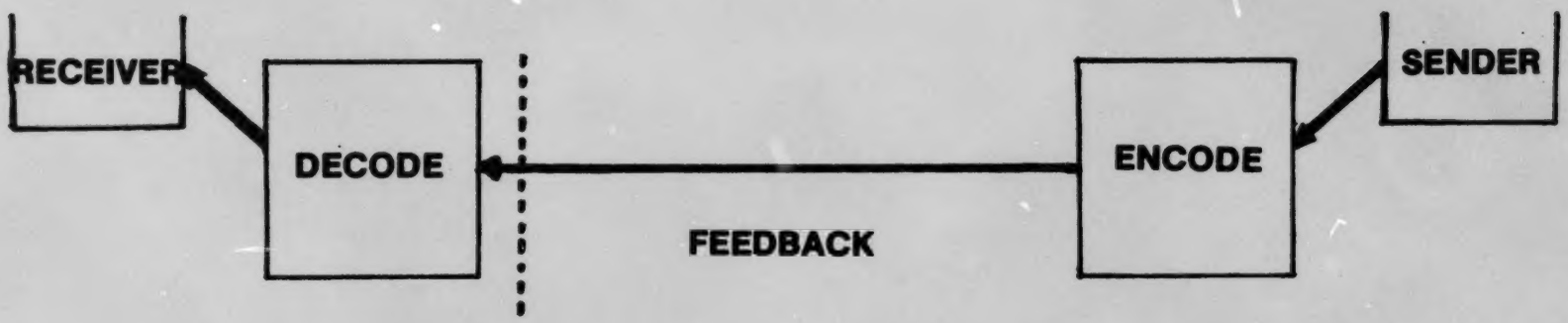
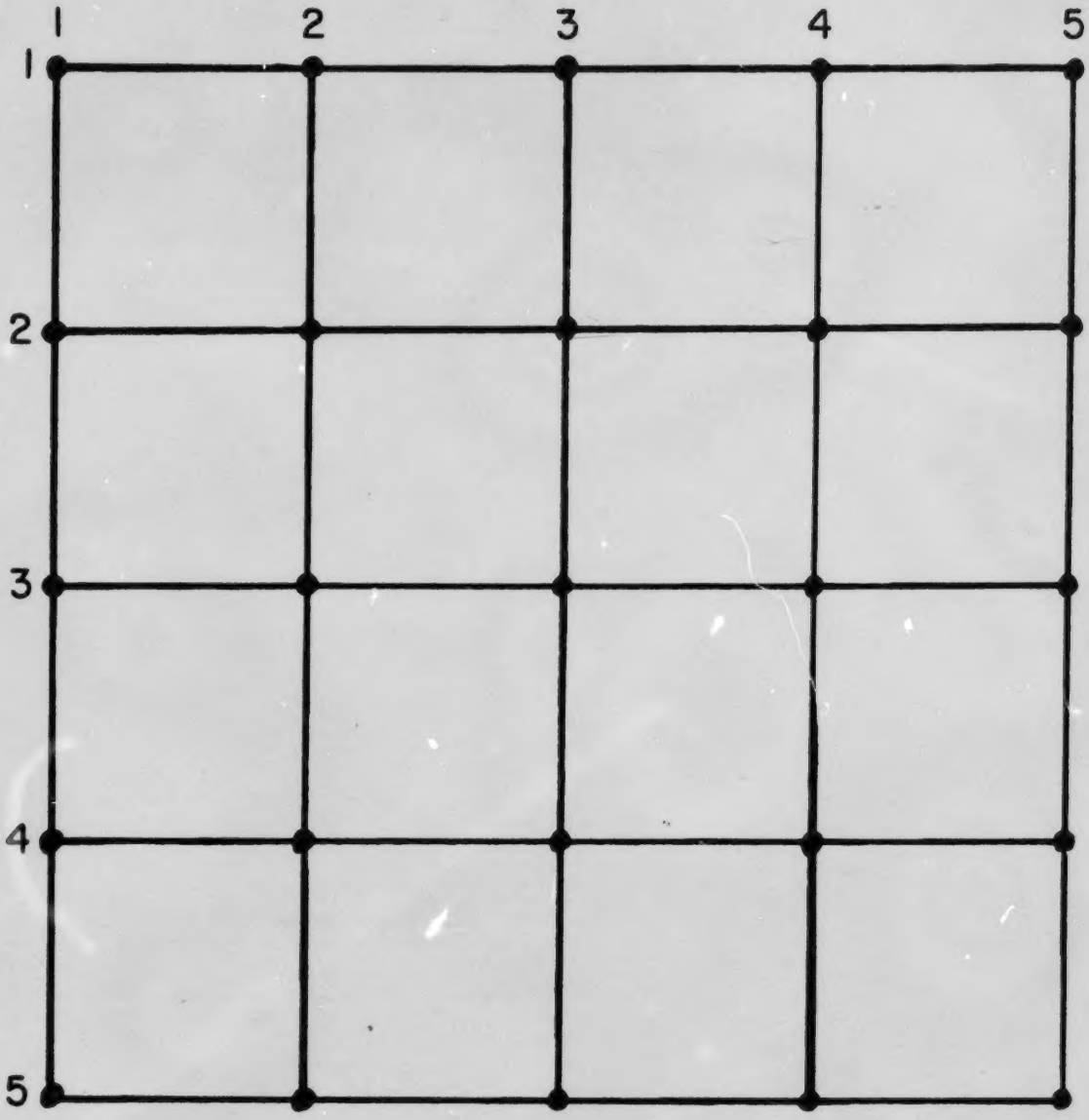


PERCEPTION SCREEN

VIIA-A-(T5)
(OVERLAY 2)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Teaching Aid 2

FOLLOWING DIRECTIONS

This exercise will help the class understand the problems and frustrations encountered in one-way communication. Do not tell them what they will be drawing, do not repeat directions, and do not answer questions.

Materials needed include Instructional Sheet VII-A-A-(I1), Transparency VII-A-A-(T5) and a grease pencil.

Procedure

1. Pass out Instructional Sheet VII-A-A-(I1)

2. Say "Follow my directions and you may come up with a beautiful design. Make a mistake and you will have a mess. Remember, columns are the vertical rows of dots and lines are the horizontal rows of dots. I will give each direction only once."

   a. Connect the first dot in the third column with the second dot in the third line.

   b. Connect the second dot in the third column with the first dot in the third line.

   c. Connect the third dot in the first column with the third dot in the fourth line.

   d. Connect the third dot in the second column with the third dot in the fifth line.

   e. Connect the first dot in the third column with the fourth dot in the third line.

   f. Connect the second dot in the third column with the fifth dot in the third line.

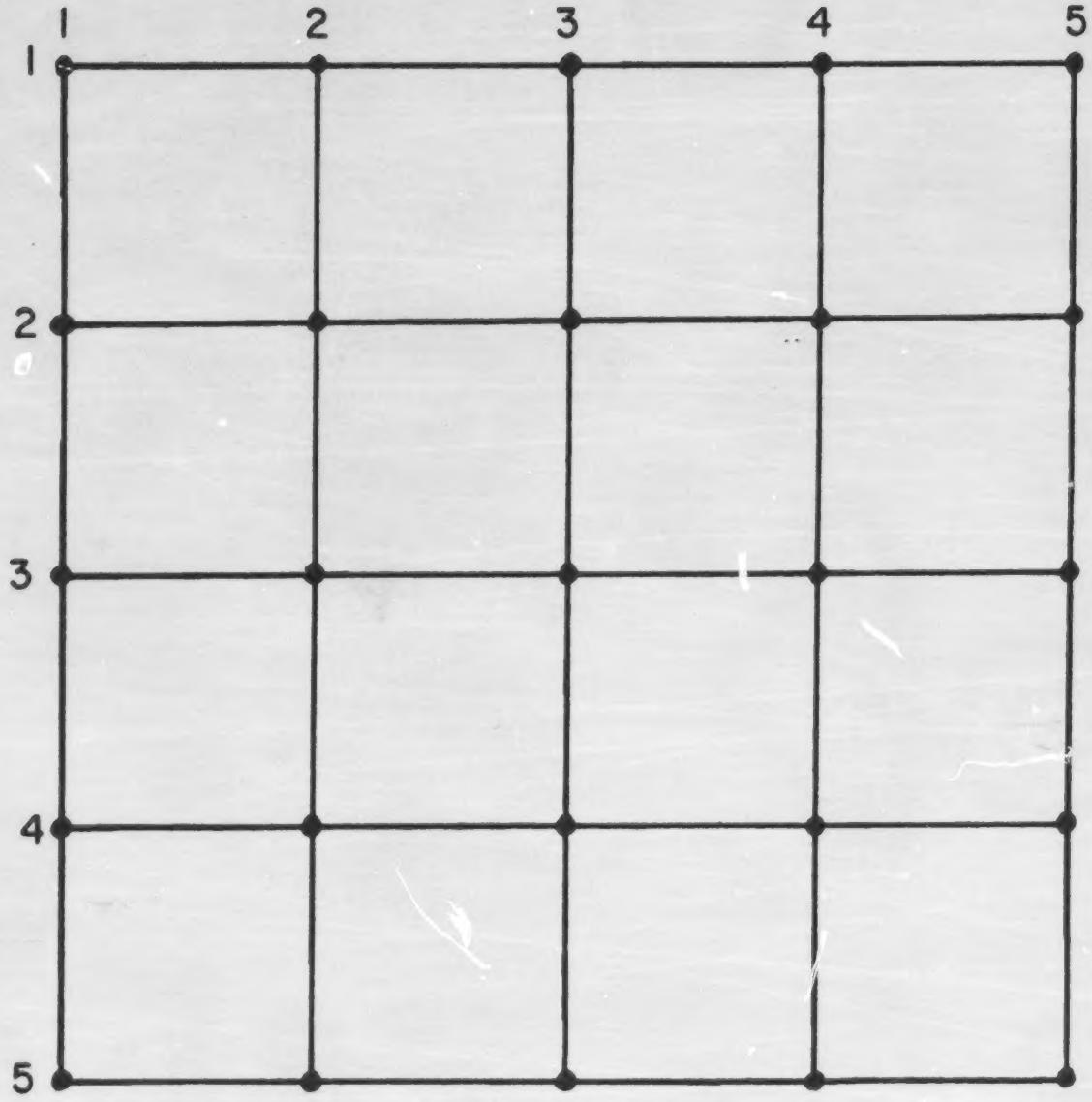
   g. Connect the third dot in the fourth column with the third dot in the fifth line.

   h. Connect the fourth dot in the third column with the fifth dot in the third line.

3. Ask what the students' drawings look like.

4. Using Transparency VII-A-A-(T5) and a grease pencil, draw the star, repeating the directions out loud so that the students may follow with you and check their drawings.

5. Ask the students how they felt while receiving the directions. (Hopeless, frustrated, etc.) Equate this to how their students would feel under the same conditions.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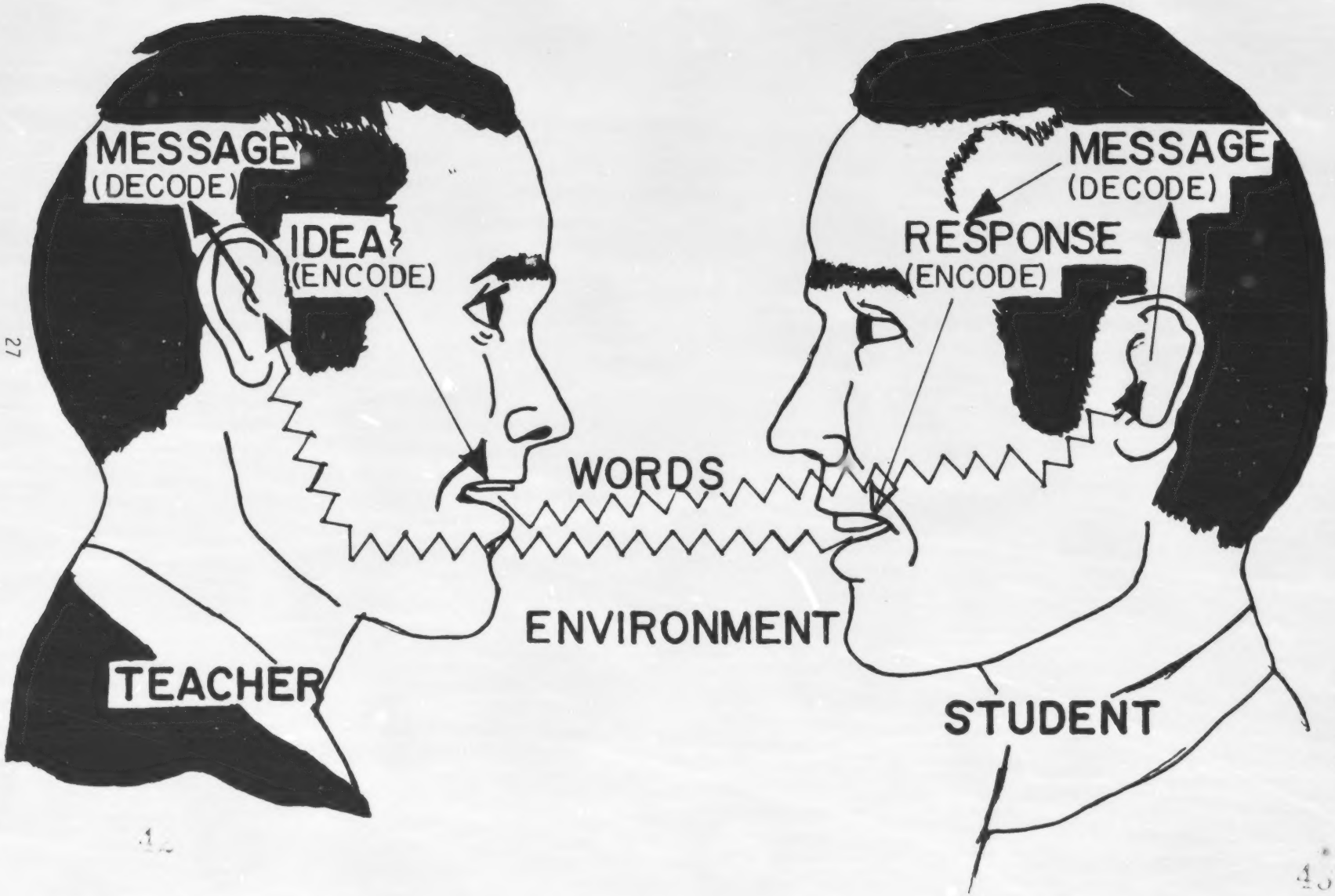
THE COMMUNICATION PROCESS



VIIA-A-(T7)

STARTING POSITION

NEW POSITION

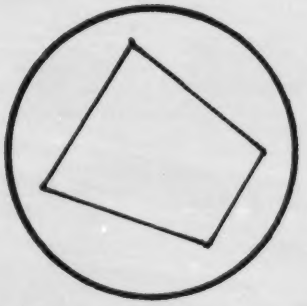
STARTING POSITION

NEW POSITION

STARTING POSITION

NEW POSITION

STARTING POSITION

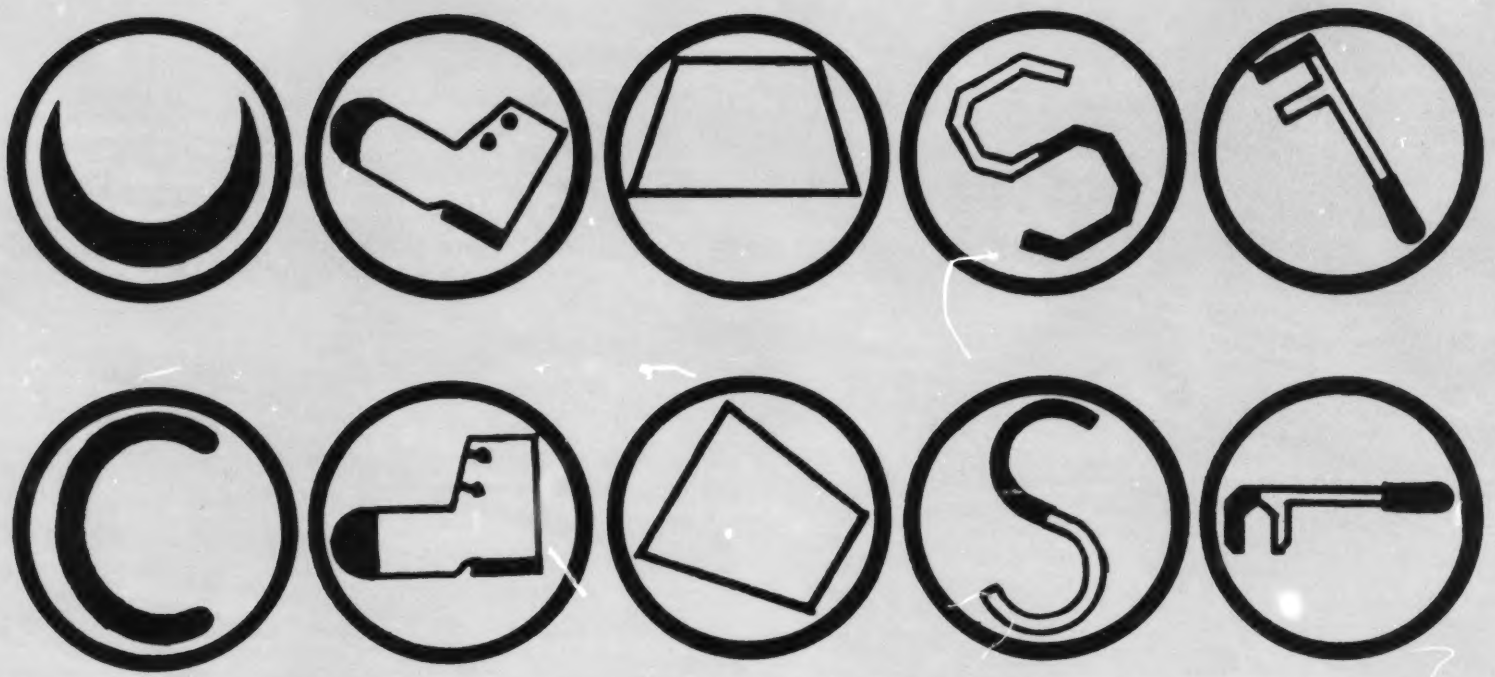


NEW POSITION

STARTING POSITION

NEW POSITION

POSITION I



POSITION II

Teaching Aid 5

USE OF THE COMMUNIMETER

This is an excellent tool for showing the difference between one-way and two-way communication. You may obtain the communimeter from the ARC Office at Mississippi State University, or one may be purchased from El de Co., 111 Merchant St., San Antonio, Texas, 78204. You may prefer to buy a small box of Tinkertoys and use one of the construction diagrams instead of the Communimeter. In this case, follow the same procedures outlined below.

Procedure

1. Obtain 6 volunteers, have them leave the room.
2. Set the Communimeter dials according to Teaching Aid VIIA-A-(A3).
3. Set the "Program Selector" in the bottom left corner to Program "2." Plug in the Communimeter.
4. Distribute Instructional Sheet VIIA-A-(I2).
5. Explain to the class that this is an exercise in communication and to watch the volunteers closely.
6. Set up the Communimeter such that the class can see it.
7. Escort two of the volunteers back in, sitting one such that he/she can manipulate the dials, and the second one facing the wall such that he/she cannot see the class, the other volunteer, or the Communimeter.
8. Give the latter volunteer a copy of Instructional Sheet VIIA-A-(I2).
9. Read: "You are the manager of a large plant. Today, while on tour, you happen to notice that the boilers are dangerously overheating, and must be cut off. You call the Instrument Room on the intercom, but no one is there except an office worker. You must instruct him/her on how to turn the dials from Position I to Position II in two minutes or less. There are five pairs of dials which look very similar. Be very specific in your instructions. This is a one-way intercom, so you can talk to him, but he/she cannot talk back to you. Ready - Go."
10. When they have finished, have the class evaluate the results. Did they "blow up"? (Push in the "Test" Button.)

11. Reset the dials to Position I.

12. Escort in the next two volunteers. Seat them as you did the first two. Again give the "manager" a copy of Instructional Sheet VIIA-A-(I2).

13. Read: "You are the manager of a large plant. Today, while on tour, you happen to notice that the boilers are dangerously overheating, and must be cut off. You call the Instrument Room on the telephone but no one is there except an office worker. You must instruct him/her on how to turn the dials from Position I to Position II in two minutes or less. You can talk to him/her, and he/she may ask questions back to you. Ready - Go."

14. When they have finished, have the class evaluate the results. Did they do better than Group I? Why or why not?

15. Reset the dials to Position I.

16. Bring in the last two volunteers. This time, seat the "manager" with the rest of the class so that he/she, too, can see the board. Give him/her a copy of the Instruction Sheet. (For very small classes, this step may be omitted.)

17. Read: "You are the manager of a large plant. Today, while on tour, you happen to notice that the boilers are dangerously overheating, and must be cut off. You look downstairs to the Instrument Panel, but there is no one there but an office worker. Knowing that you cannot possibly make it downstairs in time, you yell to him to go to the Instrument Panel. You must instruct him/her on how to turn the dials from Position I to Position II in two minutes or less. Since you can see the panel, you can tell the worker if he/she is correct or incorrect on each dial. He/she may also ask you questions. Ready - Go."

18. When they have finished, again have the class evaluate the results. Did this group do better than the other two? Why or why not? How could they have done the exercise more efficiently? What implications does that have for the classroom?

GROUP LEADER - A PERSON (STUDENT) WITHIN A SUBGROUP TO WHOM THE REST OF THE STUDENTS LOOK FOR LEADERSHIP. THE REST OF THE GROUP WILL IMITATE HIS/HER ACTIONS AND ATTITUDES. FOR EVERY GROUP IN THE CLASS, THERE WILL BE A GROUP LEADER.

OPINION LEADER - A PERSON WHO IS ABLE TO INFORMALLY INFLUENCE OTHER'S BEHAVIOR. HIS/HER ATTITUDES WILL USUALLY BE ADOPTED BY THOSE WHO LOOK UP TO HIM/HER.

CHANGE

GROUP LEADER - A person (student) within a subgroup to whom the rest of the students look for leadership. The rest of the group will imitate his/her actions and attitudes. For every group in the class, there will be a group leader.

OPINION LEADER - A person who is able to informally influence other's behavior. His/her attitudes will usually be adopted by those who look up to him/her.

STAGES OF CHANGE

I. Build a Relationship
II. Diagnose the Problem
III. Acquire Relevant Information
IV. Choose a Solution
V. Gain Acceptance
VI. Stabalize the Change

I. Build the Relationship

A class will have several different groups, or cliques, each with its own group leader, who usually doubles as the opinion leader. You must identify these groups and learn what motivates the group members.

II. Diagnose the Problem

In classroom situations, the "problem" will be getting the students to learn. The question you must ask yourself is "How can I best teach this lesson so that the students will understand?"

III. Acquire Relevant Information

This is a search for pertinent information in the form of books, magazines, training manual, films, technical experts, etc.

IV. Choose a Solution

Decide which teaching method could best be used to teach the material.

V. Gain Acceptance

Convince the opinion leader, and hence the rest of the group, that the information is important and relevant. This is the actual "teaching" stage, but must be accompanied by understanding.

VI. Stabalize the Change

Display the new knowledge yourself, and insist that the students use it, too, until it becomes second nature.

EXAMPLE: Wearing Safety Glasses in the Shop

Stage I. Get to know your students, especially (in this case) the opinion leaders.

Stage II. Diagnose the Problem: How to get the students to wear safety glasses.

Stage III. Review posters, charts, newspaper articles, films, etc., which show the advantages and disadvantages of wearing safety glasses.

Stage IV. Decide how you will convince the students to wear safety glasses. (i.e. threats, fines, article relating worker's loss of eye in industrial accident, visit from person who lost an eye).

Stage V. Convince the opinion leader (depending upon what motivates them) of the importance of wearing safety glasses. Then use the leaders to convince the others in the groups of the importance of safety glasses.

State VI. Wear your own safety glasses, and insist that all students wear theirs, until it becomes second nature.

Teaching Aid 5

CHANGE

GROUP LEADER

Definition - A person (student) within a subgroup to whom the rest of the group look for leadership. The rest of the group will imitate his/her actions and attitudes. For every group in the class, there will be a group leader.

Each class usually contains two or more subgroups. The groups may be determined by intelligence level, socio-economic background, or other factors. Each group will have a leader, who greatly influences the actions of his/her group.

The group leader can be found in this manner: Explain to the students that they must complete a class project in a group of four. Convince them that this project is <u>important</u>, and have them write the names of three others they wish to work with. Take up the lists and tabulate the number of times each person's name appears as the <u>first</u> on the list. The group leaders will usually appear as number one most frequently. The instructor must realize that there will be more than one group leader.

OPINION LEADER

Definition - A person who is able to informally influence other's behavior. His/her attitudes will usually be adopted by those who look up to him/her.

In most, but not all, cases, the group leader and opinion leader will be the same person. One exception is with the high intelligence group. Their group leader will be a peer, but their opinion leader is the teacher. In order to teach a class, you must convince the opinion leaders of the necessity of learning the information. How this is done will vary from leader to leader, but once accomplished the leader will teach the rest of the group. However, do not expect the leader to alter his opinion drastically or quickly, for then he/she will lose his credibility with the group and will no longer be the leader.

CHANGE

Definition - Altering students' behavior, ideas, or attitudes. Teaching is convincing students to reject one attitude and adopt another.

STAGES OF CHANGE

I. Build a Relationship
II. Diagnose the Problem
III. Acquire Relevant Information
IV. Choose a Solution
V. Gain Acceptance
VI. Stabalize the Change

I. Build a Relationship

A class will have several different groups, or cliques, each with its own group leader, who usually doubles as the opinion leader. The teacher must identify these groups and learn what motivates the group members. For instance, the "smart" students may be motivated by grades, new knowledge, and teacher praise; the "average" students may be motivated by understanding how the knowledge can be practically applied and by delegation of responsibility; and "poorer" students may be motivated by praise and accomplishment.

In each case the instructor must determine who the group and/or opinion leader is, and work primarily with that individual. He/she will help disseminate information to the rest of the group.

II. Diagnose the Problem

In classroom situations, the "problem" will be getting the students to change their attitudes - to learn. Using this model, it is easier to break the year down into small "problems," one for each unit. The question the teacher must ask himself is "How can I best teach this lesson so that the students will understand?"

III. Acquire Relevant Information

This stage simply means - SEARCH. Try to locate every piece of information available -- books, training manuals, films, experts in the field.

IV. Choose a Solution

After gathering all the data you can decide what is the best way to teach the unit. Will students benefit most from a lecture, a demonstration, individualized instruction, a guest speaker, or a combination of several methods? Do not go directly from Stage II to Stage IV, for new information may have been developed since you last taught the course.

V. Gain Acceptance

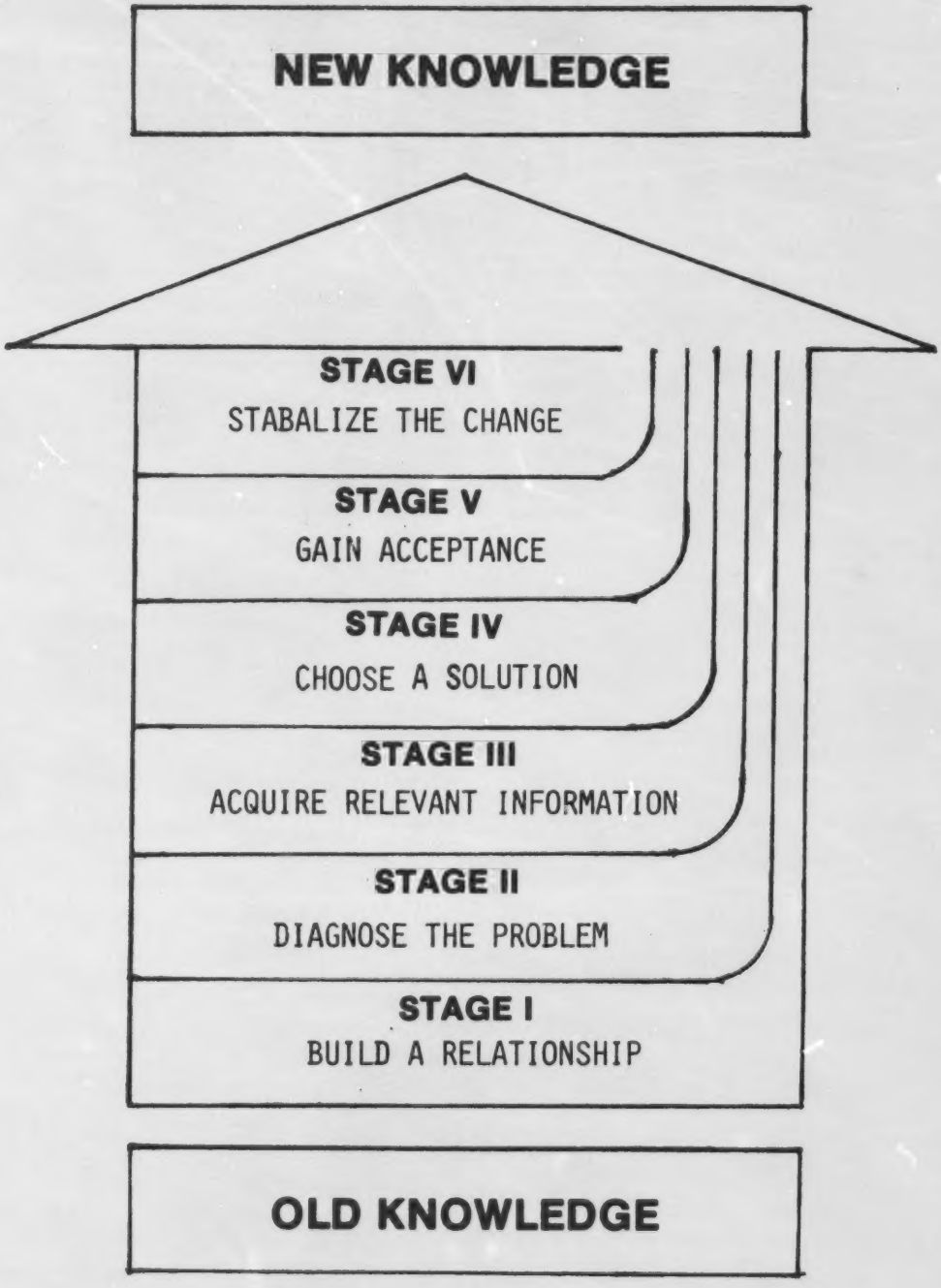
Approach each group and/or group leader in the way best suited to motivate the group. If possible, show how the information is relevant and how it is necessary for the next unit and/or practical application.

VI. Stabalize the Change

Once the teacher has gained the acceptance of the class, he/she must have them practice the new knowledge and reinforce it so that it will become second nature.

By using these six steps, the instructor can teach every unit. Most instructors already use this method without realizing it. Conforming to these stages will simplify the teaching process and make teaching more enjoyable.

THE STAGES OF CHANGE



INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit VIIA
Lesson B

UNIT TITLE: Effective Classroom Communication

LESSON SUBJECT: Communicating in the Classroom

OBJECTIVES: Upon completion of this lesson the students will be able to:

A. Orally explain the disadvantages of passing information through several persons

B. Describe two techniques for communicating with students

C. Explain the advantages of teaching students standard English and technical terms

D. List the commandments of good listening

E. Define nonverbal communication

F. List ways to improve nonverbal communication

G. Explain the advantages of utilizing audio-visuals in the classroom

TEACHING AIDS:

A. Transparencies:

VIIA-B-(T1) Down the Line
VIIA-B-(T2) Communication is the Foundation for Good Relations
VIIA-B-(T3) Mannerisms May Distract from Your Message
VIIA-B-(T4) How We Learn

B. Instructional Sheets:

VIIA-B-(I1) Ten Commandments of Good Listening
VIIA-B-(I2) Guidelines for Communicating with Students
VIIA-B-(I3) Improving Nonverbal Communication

C. Evaluation Instrument:

VIIA-B-(E1) Final Test

MATERIALS/EQUIPMENT:

A. Overhead projector and screen

B. Chalkboard and chalk

C. Film: Listen, Please

D. Film projector and screen

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I. INTRODUCTION (Preparation of the Learner)

After learning what communication is, we next need an understanding of how to communicate with our students. This unit will familiarize you with techniques of communicating in the classroom, including verbal and nonverbal communication, effective listening, and effective use of audio-visuals.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
A. Verbal Communication	
1. Passing along Information	1. Information and instructions should be passed through as few people as possible. 2. This prevents distortion of information.
Transparency VIIA-B-(T1) "Down the Line"	3. Conduct "Down the Line" Demonstration
2. Listening	1. Listening is an important part of communication.
Instructional Sheet VIIA-B-(I1) (Show film after handout)	2. Most people spend time when not talking thinking of what they'll say next. 3. Ten Commandments of Good Listening
3. Communicating with Students	1. Be prepared for class.
Instructional Sheet VIIA-B-(I2)	2. Make certain you have students' attention. 3. Do not lecture. 4. Do not talk above the students' level. 5. Ask questions often, promote discussion when possible.

6. Move around as you instruct.
7. Vary your tone of voice. Do not put students to sleep.
8. Explain "why" things are done, not just "how."
9. Praise your students and encourage them to improve.
10. Do not embarrass students.
11. Control your temper at all times.
12. Always be available to talk to students.
13. Always answer students' questions, either during or after class.
14. To overcome discipline problems, discuss the infraction with the student.
15. Periodically allow students to discuss topics of their choosing.

Transparency VIIA-B-(T2)

16. Students will respect and listen to you.

B. Nonverbal Communication

1. Body Language

1. Remember that you "talk" to students with your actions.
2. Nonverbal communication includes eye movement, body movement, gesturing, and facial expressions.
3. Students will listen to your verbal message and will receive your nonverbal message. If the two messages agree with each other, they will be accepted. If the verbal and nonverbal contradict, the nonverbal will usually be accepted.

   (Example: If the teacher tells a student he has done a good job, but her facial expression indicates that she is upset or angry, the nonverbal message will be accepted, even if it was not meant for that student.)

Instructional Sheet VIIA-B-(I3)

4. Ways to improve your nonverbal communication:

Transparency VIIA-B-(T3)

   a. Mannerisms - Become aware of mannerisms which detract from your verbal message and attempt to overcome them.

b. Proximity - Standing closer to students makes scolding seem more severe, and makes praise seem more genuine.
c. Facial Expressions - Nods, smiles, and the appearance of interest show support for the student. This is very effective.
d. Eye Contact - Some students receive eye contact daily, while others (usually the "poorer" students) almost never receive "positive" eye contact. Notice the type of eye contact given to "good students," then using this model, make eye contact with a student who seldom excells.
e. Touching - Society has deemed that touching is not done between strangers. Therefore, it is suggested that you not touch students until you have known them several months. Touching, usually in the form of arm squeezes, pats on the back, and quick one-armed shoulder squeezes (these types are preferred by older students) can show happiness and approval. However, this type of communication is enjoyed by some students, but will offend others. The teacher must "feel" for these attitudes, especially when touching an opposite sex student.
f. Gestures - Gesturing with arms and hands will help communicate, but pointing at students and beckoning students (with a crooked finger) should be avoided, since it implies that the student is inferior.

5. Understanding Nonverbal Feedback
a. Different students will use nonverbal communication in different ways.

(Example: Youngsters in some cultures are taught to look elders in the eye to show respect, while other youngsters are taught to show respect by lowering their eyes.

Therefore, some students who look a teacher in the eyes may be showing defiance. Teachers must understand that when these students look down while speaking, it is not showing disrespect or dishonesty.)

b. Do not assume that the same nonverbal symbols always mean the same thing for all students. Learn which students use standard gestures in nonstandard ways.

2. Audio-Visuals

1. Audio-visuals can be used to communicate. (Hence the statement: "One picture is worth a thousand words.)

Transparency VIIA-B-(T4) [Read (1)-(5) first, then again with transparency]

2. How We Learn and Remember
   a. We learn
      (1) 1% through taste
      (2) 1½% through touch
      (3) 3½% through smell
      (4) 11% through hearing
      (5) 83% through sight
   b. What we remember
      (1) We retain 10% of what we hear
      (2) We retain 50% of what we see
      (3) We retain 90% of what we do
   c. We have five senses. What good are they if we do not utilize them? Must we teach strictly to the ear?

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

A. Down the Line Exercise

1. Select four volunteers, have them leave the room.
2. Explain to the audience that this is an experiment in how well information is passed from person to person.

3. Ask first volunteer in, show transparency VIIA-B-(T1). Give person 3 minutes to study picture.
4. Turn off projector.
5. Ask second volunteer to return. Have volunteer one to describe picture to volunteer two.
6. Ask third volunteer to return. Have volunteer two describe what he has heard to volunteer three.
7. Ask fourth volunteer to return. Have volunteer three describe what he heard to volunteer four.
8. Have volunteer four draw what he has heard on the chalkboard.
9. Compare with transparency.

B. Question for discussion (after film in Section A)

1. What was John's problem in the film?

IV. EVALUATION (Verification of students' comprehension of material presented)

A. Questions answered orally in class with students' answers being evaluated by the instructor.

B. The students' participation in class activities and class discussion will be evaluated by the instructor.

C. The students' performance on the Evaluation Instrument will be judged by the instructor.

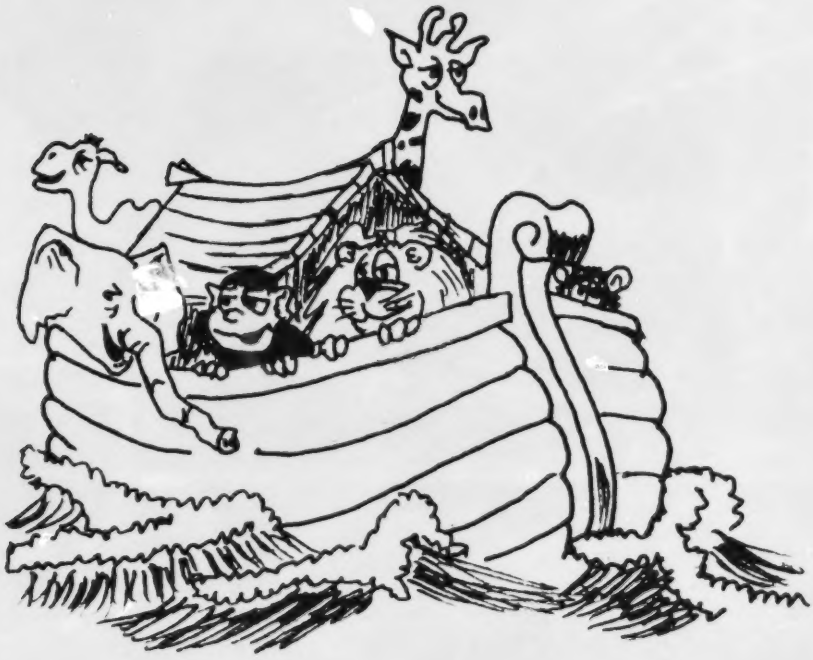
V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - Listening is an important part of communication. What are some ways to improve listening?

Point 2 - List ten ways to improve your verbal communication in the classroom.

Point 3 - What is nonverbal communication? In what ways can you use nonverbal communication in your favor?

Point 4 - What is the importance of audio-visuals? Why should they be used?



TEN COMMANDMENTS OF GOOD LISTENING

1. STOP TALKING!

   You cannot listen if you are talking.

2. PUT THE TALKER AT EASE.

   Help him feel that he is free to talk.
   Do not put him in an awkward position.

3. SHOW HIM THAT YOU ARE INTERESTED.

   Look and act interested.
   Nod, smile, and make frequent eye contact.

4. REMOVE DISTRACTIONS.

   Don't doodle, tap, or shuffle papers.
   Will it be quieter if you shut the door?

5. EMPATHIZE WITH HIM.

   Try to put yourself in his place so you can see his point of view.

6. BE PATIENT.

   Allow plenty of time. Do not interrupt or finish his sentences.
   Don't start for the door or walk away.

7. HOLD YOUR TEMPER.

   An angry man gets the wrong meanings from words.

8. GO EASY ON ARGUMENT OR CRITICISM.

   This puts him on the defensive.
   He may "clam up" or get angry.

9. ASK QUESTIONS.

   This encourages him and shows you are listening.
   It helps to develop points further.

10. STOP TALKING!

    This is first and last, because all other commandments depend on it.
    You just can't do a good listening job while you are talking.

NATURE GAVE MAN TWO EARS BUT ONLY ONE TONGUE, WHICH IS A GENTLE HINT THAT HE SHOULD LISTEN MORE THAN HE TALKS!

GUIDELINES FOR COMMUNICATING WITH STUDENTS

1. Be prepared for class.
2. Make sure you have the students' attention.
3. Do not lecture if at all possible.
4. Do not talk above the students' level.
5. Ask questions often, promote discussion where possible.
6. Move around as you instruct.
7. Vary your tone of voice. Do not put your students to sleep.
8. Explain "why" things are done, not just "how."
9. Praise your students and encourage them to improve.
10. Do not embarrass students.
11. Control your temper at all times.
12. Always be available to talk to students.
13. Always answer students' questions, either during or after class.
14. To overcome discipline problems, discuss the infraction and alternative behaviors with the student.
15. Periodically, allow students to discuss topics of their choice.
16. Respect your students and listen to them, and they will respect and listen to you.

COMMUNICATION

I AM TOLD "WHY" IT'S DONE THIS WAY
I GET CLEAR INSTRUCTIONS
I GET CREDIT WHEN I DESERVE IT
I AM TOLD IN A PROPER WAY WHEN I DO SOMETHING WRONG
I AM NEVER RIDICULED

VIIA-B-(T2)
(OVERLAY 1)

is the FOUNDATION

for GOOD RELATIONS

VIIA-B-(T2)
(OVERLAY 3)

IMPROVING NONVERBAL COMMUNICATION

1. MANNERISMS - Become aware of mannerisms which detract from your verbal message and attempt to overcome them.

2. PROXIMITY - Standing closer to students makes scolding seem more severe, and praise seems more genuine.

3. FACIAL EXPRESSIONS - Nods, smiles, and the appearance of interest show support for the student. This is very effective.

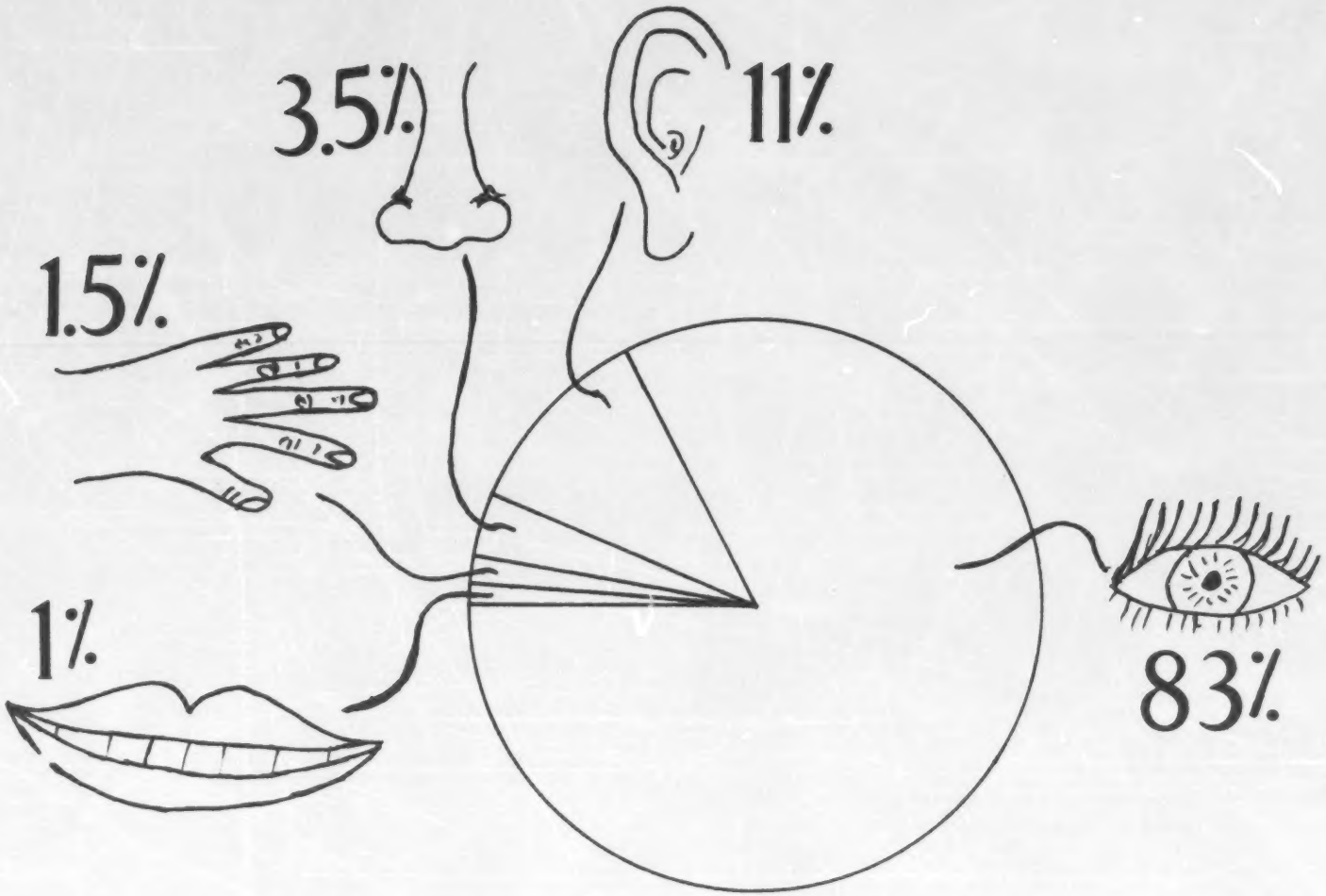
4. EYE CONTACT - Some students receive eye contact daily, while others (usually the "poorer" students) almost never receive "positive" eye contact. Notice the type of eye contact given to "good students." Then, using this model, make eye contact with a student who seldom excells.

5. TOUCHING - Society has deemed that touching is not done between strangers. Therefore, it is suggested that you not touch students until you have known them for several months. Touching, usually in the form of arm squeezes, pats on the back, and quick one-armed shoulder squeezes (these types are preferred by older students) can show happiness and approval. However, this type of communication is enjoyed by some students, but will offend others. The teacher must "feel" for these attitudes, <u>especially</u> when touching opposite sex students.

6. GESTURES - Gesturing with arms and hands will help communicate, but pointing at students and beckoning them (with a crooked finger) should be avoided, since it implies that the student is inferior.

MANNERISMS MAY DISTRACT FROM YOUR MESSAGE

VIIA-B-(T3)



HOW WE LEARN

TEST

T F 1. Communication is always either oral or written.

T F 2. Nonverbal communication is the most neglected type of communication.

T F 3. Teaching students technical terms will help them understand your lessons.

T F 4. One-way communication means one person speaks, then listens while the other person speaks.

T F 5. The opinion leader will help change other students' behavior.

T F 6. Most people are very good at listening.

T F 7. Embarrassing students will make them more productive.

T F 8. Standing closer to a student is a form of nonverbal communication.

T F 9. Eye contact can be used as positive communication.

T F 10. Students learn more through sight than all other senses combined.